

UNIVERSITY OF ALBERTA DISTANCE LEARNING CENTRE

Student and teacher: Use this cover sheet for mailing or faxing.

SSN2176: General Sociology 20 Society and Social Class Assignment Booklet 8

FOR STUDENT USE ONLY

Date Assignment Submitted:

Time Spent on Assignment:

(If label is missing or incorrect)

File Number:

Lesson Number:

FOR ADLC USE ONLY

Batch Number:

Assigned Teacher:

Graded By:

Grading:

Date Lesson Received:

Student's Questions and Comments

Apply Assignment Label Here

Name

Address

City/Town

Province

Postal Code

Please verify that preprinted label is for
correct course and module.

Summary

	Total Possible Marks	Your Marks
(S)3 Lesson 2 Activity 1	30	
(S)3 Lesson 2 Activity 2	30	
(S)3 Special Project	40	
TOTAL	100	

Teacher's Comments:

Teacher

These instructions are for students registered with the Alberta Distance Learning Centre.

INSTRUCTIONS FOR SUBMITTING THIS DISTANCE LEARNING ASSIGNMENT BOOKLET

When you are registering for distance learning courses, you are expected to submit Assignment Booklets for correction regularly. Try to submit each Assignment booklet as soon as you have completed it. Do not submit more than one Assignment Booklet in one subject at the same time. Before submitting your Assignment Booklet, please check the following:

- Are all the assignments completed? If not, explain why.
- Has your work been reread to ensure accuracy in spelling and details?
- Is the booklet cover filled out and the correct course label attached?

MAILING

1. Postage Regulations

Do **not** enclose letters with Assignment Booklets.

Send all letters in a separate envelope.

2. Postage Rates

Take your Assignment Booklet to the post office and have it weighed. Attach sufficient postage and seal the envelope. Assignment Booklets will travel faster if sufficient postage is used and if they are in large envelopes that do not exceed two centimetres thickness.

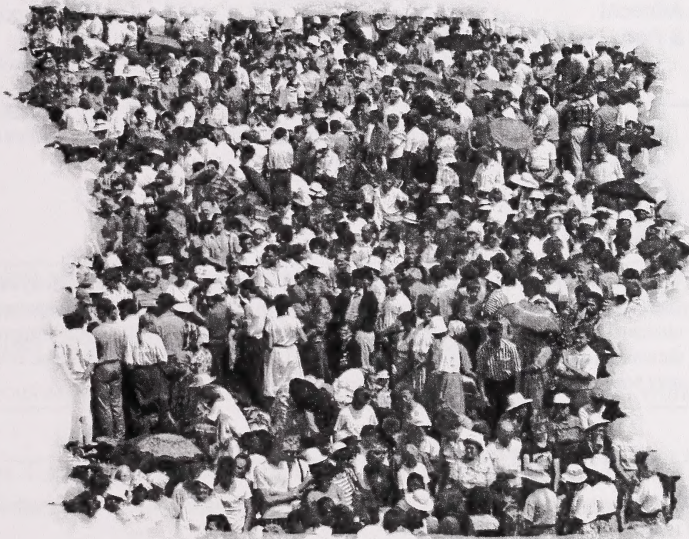
FAXING

1. Assignment Booklets may be faxed to the Alberta Distance Learning Centre. Contact your teacher for the appropriate fax number.
2. All faxing costs are the responsibility of the sender.

E-MAILING

Assignment Booklets may be e-mailed to the Alberta Distance Learning Centre. Contact your teacher for the appropriate e-mail address.

GENERAL SOCIOLOGY 20



Society & Social Class

ASSIGNMENT BOOKLET 8

General Sociology 20
Society & Social Class
Assignment Booklet
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The Alberta Distance Learning Centre has an Internet site that you may find useful.
The address is as follows:

<http://www.adlc.ca>

The use of the Internet is optional. Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

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General Sociology 20

Assignment Booklet 8

Advice:

Your mark for this module will be determined by your success on the assignments in this booklet. Your answers give your teacher indications of your understanding of the course.

- Before attempting to answer the assigned questions, please be sure you have read all the relevant course material and have completed the self-correcting activities in the module booklet.
- Proceed **slowly** and **carefully** through the assignments.
- If you encounter difficulties, review the pertinent section notes.
- If you are still having problems, please contact the course teacher at the Alberta Distance Learning Centre for assistance.
- The marks possible for each individual exercise is indicated.
- Good luck in your studies!

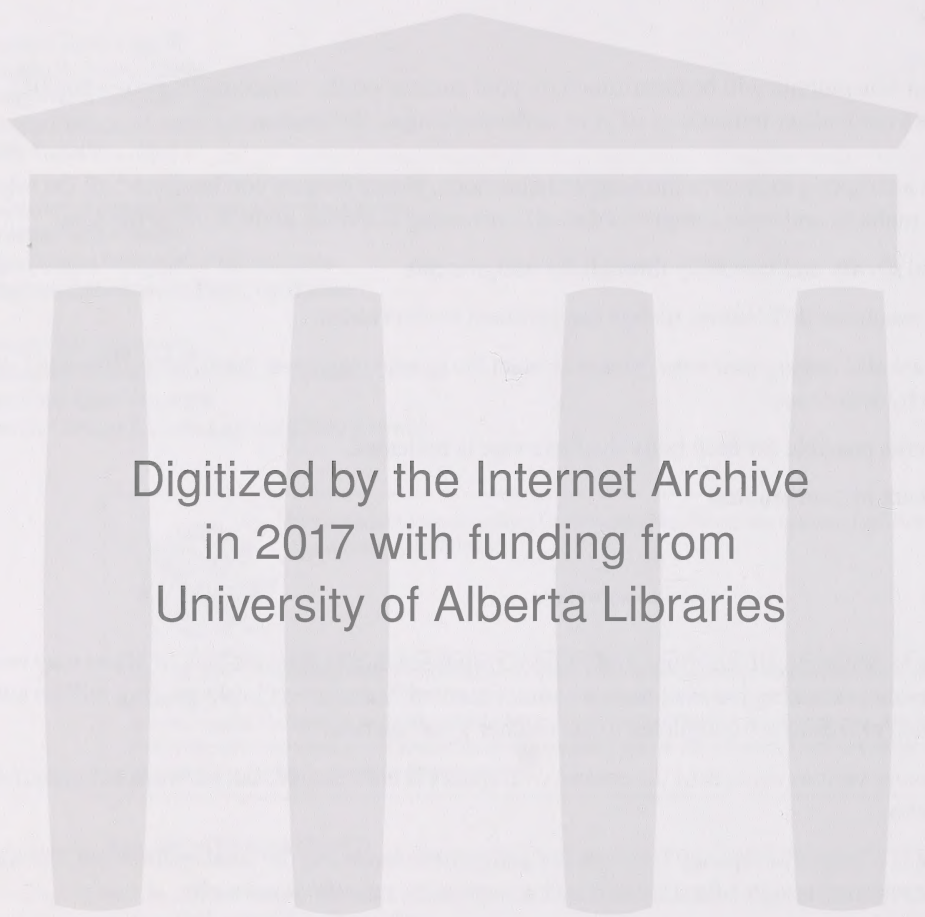
Warning:

- Failure to complete all questions and/or poor responses due to obvious lack of effort may result in your teacher returning the assignment booklet marked "incomplete". No grading will be awarded until such exercises are completed to the teacher's satisfaction.
- Discussing various aspects of the course with others is encouraged, but all work submitted should be your own.
- If there is a large discrepancy between the assignment score and the final exam score, the teacher has the discretion to assign a final mark based solely on the examination results.

Our Pledge to You:

Everyone at the Alberta Distance Learning Centre is committed to helping you achieve your educational goals. We happily assist students who are sincere in their desire to learn. We may be reached by phone, fax, e-mail, voice mail, postal mail, or in person.

Any journey consists of single steps; you have taken another by enrolling in this course. We want to help you successfully reach your destination.



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Section 3 Lesson 2 Review

Activity 1: Lesson 2 Review

Value
8

Read each question carefully. Decide which of the choices **BEST** completes the statement or answers the question. Circle the appropriate letter to indicate your choice for questions 1-8.

1. Members of a social class
 - a. tend to have different attitudes.
 - b. tend to view one another as social equals.
 - c. do not consider themselves to be socially inferior to some other groups.
 - d. do not consider themselves to be socially superior to some other groups.

2. Which of the following criteria can be used to place people in social classes?
 - a. income
 - b. house type
 - c. occupation
 - d. dwelling area
 - e. source of income
 - f. all of the above
 - g. a, c, d, and e above

3. No intermarriage between groups and an emphasis on ascribed status are characteristics of
 - a. an open-class system.
 - b. an Estates system.
 - c. a feudal system.
 - d. a caste system.

4. The process by which an individual changes his social class position is called
 - a. social mobility.
 - b. physical mobility.
 - c. horizontal mobility.
 - d. occupational mobility.

5. The movement of an individual within a social class level is referred to as
- vertical mobility.
 - a lack of mobility.
 - horizontal mobility.
 - intergenerational mobility.
6. Which of the following is a way by which people might achieve a higher social status than their parents?
- talent
 - ability
 - marriage
 - education
 - superior effort
 - all of the above
7. Vertical mobility
- is easier for middle class members than it is for lower class members.
 - may involve moving to a higher social class.
 - may involve moving to a lower social class.
 - all of the above.
 - both (a) and (c) above.
8. A rich girl wrote a story about the poor, beginning with "Once upon a time there was a very poor family. Everybody was poor. The Papa was poor, the Mama was poor, the children were poor, the cook was poor, the maid was poor, the butler was poor, the gardener was poor – everybody was poor".

This helps to illustrate that

- members of one class cannot help judging members of other classes in terms of their own expectations and values.
- the rich girl has a good understanding of the poor.
- the upper class has a genuine feeling for the poor.
- all of the above.

Value
3

9. What is the importance of the minister in a Hutterite colony?

Value
3

10. Does the Hutterite preacher occupy an ascribed role or an achieved role? Explain.

Value
3

11. What is the goal of the Hutterite educational system?

Value
3

12. Is the Hutterite system for social stratification an open or a closed one? Explain your answer.

Value
3

13. No Hutterite may choose his own job. Does this mean that the Hutterites have a low level of job satisfaction? Explain.

**Value
4**

14. In many ways Hutterite life is very much as it was centuries ago. Explain why Hutterite culture has not experienced change to the extent that the culture of other Canadians has.

**Value
3**

15. Do you think Hutterites tend to be ethnocentric? Explain.

Activity 2: Social Class

Value
3

1. Is social class only a matter of money? Explain.

Value
3

2. In Canada How many social classes are there? Explain.

Value
3

3. Do you think it is easier in our country to move from the lower class to the middle class or from the middle class to the upper class? Explain.

**Value
10**

4. Construct a profile for a member of each of the classes listed.

	Upper Class	Middle Class	Lower Class
Typical Occupations			
Levels of income and wealth			
Type of housing			
Typical cultural tastes			
Sports, pastimes, hobbies			
Holiday destinations			
Type of school attended			
Qualifications achieved			
Health			
Political affiliations			

**Value
3**

5. Using Weber’s term ‘life-chances’, what would be the differences between the three social classes?

6. Everyone is aware of the fact that some people have more money or prestige and do more skilled work, but social scientists now believe that “class” influences people far more than Canadians have usually believed. Not only does consciousness of class influence where we buy a house, how we’re educated, what kind of work we do or hope to do, but sociologists now think that influence and prestige are passed on to a far greater extent than realized. This suggests that the power and wealth in a community are being passed on more and more to the children of the powerful and wealthy. The converse also appears to be true; that so-called multi-problem families hand down from generation to generation a tendency to poverty and problem behaviour.

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graph TD
    1[1. inadequate education] --> 2[2. poor job]
    2 --> 3[3. poor salary]
    3 --> 4[4. poor food and living conditions]
    4 --> 1
  
```

1. inadequate education

2. poor job

3. poor salary

4. poor food and living conditions

[illegible]

Value
1

7. Is ascribed status more important in a caste system or in a class system? Why?

8. **Deferred gratification** refers to postponing immediate satisfactions in order to gain some later goal. Any activity today is viewed from the point of view of its consequences for tomorrow. For example, marriage may be postponed until one has finished school and secured a job. Education is considered an investment in future prospects.

Deferred gratification is a middle class characteristic but not a characteristic of lower class.

Value
2

- a. Explain why deferred gratification is a middle class characteristic but not a characteristic of the lower class.

Value
2

- b. Why do you think the middle class is critical of the lower class emphasis on immediate satisfaction?

Activity 3: Special Project

Value
40

This is the final assignment for Sociology 20. Select one of the following projects to complete.

1. A Canadian Subculture

Select one of these subcultures: skinheads, skaters, street kids.

- a. Research its values, beliefs, behaviour, dress, customs, and concerns.
- b. Interview five adults to find out how they feel about the subculture you have chosen. Record their responses.
- c. Interview five teenagers and find out how they feel about the subculture you have chosen. Record their responses.
- d. Present your information in a format suitable for a feature story in a newspaper. (minimum 400 words + pictures)

2. My Family

Create a list of 10 questions that you can ask a parent about his or her family life when he or she was growing up.

- a. Interview a parent and record your answers.
- b. Evaluate the importance of your own family to your own life.
- c. When do you turn to your parent or parents for advice?
- d. What things does your family provide for you?
- e. What changes could be made in your family life to make all of the members of your family happy?
- f. Describe an argument you have had with your parents recently and explain how it was resolved.
- g. Describe your friends and explain how your parents feel about them.
(minimum 400 words + interview and answers)

3. Violence on Television

Discover how much violence there is on television to which young children are exposed.

- a. Conduct your own television survey of children's programs. Watch a variety of children's programs and count the number of violent acts that are committed. Include the Saturday morning cartoons. Include the results of your survey.
- b. Make two lists of shows that are available for children: those shows you would recommend and those you wouldn't. Include this list.
- c. Write 400 words describing what you learned about children's television programs. Include recommendations about television viewing for parents.

4. Violence in Sports

Does punishing the players change the amount of violence in team sports?

- a. Clip three articles from newspapers that report on outbreaks of violence among players or describe three separate incidents of violence that you have seen in professional sports. Analyze these reports or incidents in terms of the causes of the outbreaks and the punishments given to the players involved in the violence.
- b. Evaluate the actions taken by the authorities in each of the situations and decide whether that action has had any effect.
- c. In an essay of 400 words describe the rules in one professional sport which help to control violence. Include what rules you believe are effective and what rules you feel should be added to control violence in the sport that you chose.

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END OF ASSIGNMENT BOOKLET 8

STUDENT SURVEY FOR ADLC SOCIAL SCIENCE COURSES

Please evaluate this course and return the survey along with your final assignment. This is a new course designed in a new distance-learning format. The Alberta Distance Learning Centre is very interested in your responses. Your comments will be greatly appreciated, as future course revisions can then incorporate necessary improvements.

Design

1. This course contains 1 coil-bound Student Module Book, and eight Assignment Booklets. Did you like completing eight separate Assignment Booklets and submitting them separately?

☐ Yes ☐ No Explain.

2. Were the questions and directions easy to understand?

☐ Yes ☐ No If no, explain.

3. Did you understand what was expected in the section assignments?

☐ Yes ☐ No If no, explain.

4. The course materials were designed to be completed by students working independently at a distance. Were you always aware of what you had to do?

☐ Yes ☐ No If no, provide details.

Course Content

1. Was enough detailed information provided through the Student Module Book to help you learn the expected skills and objectives?

☐

Yes

☐

No

Comment on the lines below.

2. Did you find the workload reasonable?

☐

Yes

☐

No

If no, explain.

3. Did you have any difficulty with the reading level?

☐

Yes

☐

No

Please comment.

4. Was the material presented clearly and with sufficient depth?

☐

Yes

☐

No

If no, explain.

General

1. What did you like least about the course?

2. What did you like most about the course?

3. Did you contact the Alberta Distance Learning Centre for tutoring or information while doing your course?

☐ Yes ☐ No If yes, approximately how many times?

Did you find the staff helpful?

☐ Yes ☐ No If no, explain.

4. Had you made arrangements with the Alberta Distance Learning Centre to submit your assignment response pages via fax or email?

☐ Yes ☐ No If yes, comment on the value of being able to do this.

5. If you were mailing your assignment response pages, how long was it taking for them to return?

6. Did your marker/teacher provide comments that showed you how to improve your skills?

Yes

No

Please comment.

Additional Comments

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